K-5 ELA Lesson Plan

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| Teacher:  Susan Phillips | | Grade: First | | | Date(s): August 27-30, 2012 |
| Unit Title:  Wanted! A Few Good Friends | | | Corresponding Unit Task: Task 1 (Day 1-4)  Creating a Song About Rules | | |
| Essential Question(s):   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| Materials/Resources | | | Essential Vocabulary | | |
| **Teacher/Student:**   * Read Aloud: Brand New Pencils: Brand New Books by Diane DeGroat. * Vocabulary cards * Chart paper * Student Journals * Read Aloud: Chrysanthemum by Kevin Henkes. * Baggies with student name tiles. * Friends Survey * Poetry ABC flip chart * Individual student poetry notebooks * Highlighters/crayons * Social Studies student books * Social Studies Vocabulary Picture/word cards * I’m Special, I’m Me by Ann Meeks * Student word study notebooks * Poster board/crayons for name maps * Assessment Piece: appropriate/inappropriate behavior | | | | **author**-A person who writes a story  **character traits**- The details in a story that describe the personal attributes or qualities of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor, etc.* Good authors include clues in the text to help define the traits of individual characters.  **illustrator**- Person who draws pictures that help tell a story.  **retelling**- The process of providing readers an opportunity to demonstrate their comprehension of a text by explaining it to others, either orally or in writing. The process of retelling includes recounting the main ideas and important details sequentially and concisely.  **rule**- an instruction that tells people how to act (day one)  **community-** a place where a person or animal lives or works (day two)  **citizen**- a person who belongs to a community (day two)  **right-** something a person is free to do (day three)  **responsibility-** something a person should do (day three)  **High Frequency Words:** see, the, you, I, come, a  (to be placed on literacy word wall) | |
| Learning Experience(s) | | | | | |
| Gradual Release of Responsibility:   * Modeled * Shared * Guided Practice * Independent | Reading  Standards:  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RI.1.7 Use the illustrations and details in a text to describe its key ideas.  I Can Statement(s):   1. I can answer who, what, when, where, why, and how questions about a given text.   Instructional Plan:  Day One:   * Read the story, Brand New Pencils, Brand New Books by Diane DeGroat. * Answer comprehension questions for retell. * Discuss rules that were listed in the story and compare/contrast to rules we should have in our first grade. * Complete anchor chart of classroom rules.   Day Two:   * Read the story, Officer Buckle and Gloria by Peggy Rathman. Review the classroom rules anchor chart. * Share the student rules/illustrations that were completed yesterday. (SL.1.5) * Introduce the vocabulary: “community” and “citizen.” Use picture word cards from the Social Studies series. Explain that we as students and teachers are a part of a Jesse Wharton community. Discuss the role of a good citizen in a community as one who follows rules of good conduct. * T-Chart- Create a class chart with the headings: Good citizens… and Poor Citizens… Generate student responses and record.   Day Three:   * Review vocabulary (community, citizen) as well as the T-chart of what makes a good citizen. * Share Class Good Citizen Book- Students will share their illustrations and narratives about good citizenship. (SL. 1.5) * Social Studies Student books: pages 41-44. Introduce new vocabulary (right, responsibility) Discuss what students’ rights and responsibilities for school could be. Generate student responses and record on a T-chart. * Pair/Share: Students will share with a partner one right and one responsibility that they have at school or home. (SL.1.1b)   Day Four:   * Review vocabulary: rule, community, citizen, right, responsibility. * Read aloud: The Worst Day Ever Julia Cook. Review the classroom rules. * Introduce the Rules Song- The teacher should write the first stanza of the song on a piece of chart paper and model the tune and as she points to the words. Students may sing along. * Students will assist the teacher in a shared writing of additional stanzas for the song using the classroom rules already established. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **L.1**.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use end of punctuation for sentences.   W.1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  I Can Statement(s):   1. I can write sentences using the proper ending punctuation. 2. I can write facts about a topic.   Instructional Plan:  Day One:   * Model how to open journal and identify the parts of the paper. (sky, writing lines, etc.) * Model to students on chart paper how to create the first journal entry “Me” using the teacher as an example with emphasis on ending punctuation and its purpose. * Complete journal entry “Me.” (My name is \_\_\_\_\_\_. I am \_\_\_\_\_\_\_\_\_\_ years old.   Day Two:   * Modeling: The teacher will model writing a narrative piece about being a good citizen using the prompt: “I am a good citizen when…” As you write, emphasize the use of capital letters to begin sentences and the use of appropriate ending punctuation. * Class Book- Students will complete an entry for a class book about being a good citizen. Each child will be responsible for writing and illustrating one page of the book.   Day Three:   * See Social Studies Lesson Four review in closing/summarizing activities.   Day Four:   * Read Aloud: I’m Special, I’m Me by Ann Meeks and Sarah Massini. Discuss ways in which people are different from one another and how they can be the same. * Name Maps: Students will create a name map on which use pictures and/or words to describe themselves. Teacher will share her own name map as an example. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  RF.K.3a-One-to-one letter-sound correspondence /primary sounds for consonants.  RF.K.3b- Knows short sounds for five major vowels: /a/, /i/, /o/, /u/, /e/.  I Can Statement(s):   1. I can identify initial consonants and their sounds. 2. I can identify vowels and their sounds. 3. I can sort pictures by the initial sound.   Instructional Plan:  Day One:   * Read aloud: Chrysanthemum by Kevin Henkes. Discuss the number of letters in Chrysanthemum’s name. Ask: How many letters are in your name? * Pass out a baggie with the letters of each student’s name cut apart from a sentence strip. Ask students to put the letters of their name in the correct order. Ask students to count the number of letters in their names. Who has the most? The fewest? * Write the words “consonant” and “vowel” on a chart. Review the vowels listing them on the chart. Explain that all other letters of the alphabet are called “consonants.” Generate student responses for consonants and list on the chart. * Student Sort: Teacher will model sorting her own name into vowels and consonants. Students then must sort their own name into corresponding vowels and consonants. Ask: How many vowels are in your name? How many consonants?   Day Two:   * Flip Chart Poem: “The Ant and the Antelope”- Review the letter Aa, pointing out the uppercase and lowercase letter. Echo read the poem using the pointer to model one-to-one correspondence and left-right sweep. Using sticky notes, students will locate and mark each letter Aa that they find on the chart. Discuss the short sound of Aa and sing the alphabet song (Apple, apple, /a/, /a/, /a/.) * Letter Ladders: Students will brainstorm words that begin with the letter Aa. The teacher will record on index cards or chart paper to make a letter ladder to display in the room. * Poetry Notebook: Students will be given a copy of the poem to place into their poetry notebook. Students will use highlighters or yellow crayons to highlight all Aas that they see. Practice reading the poem with a partner.   Day Three:   * Flip Chart Poems: “Baby Bird’s Birthday” and “Cat in the Cupboard”- Review the letter Bb and Cc, pointing out the uppercase and lowercase letter. Echo read the poems using the pointer to model one-to-one correspondence and left-right sweep. Using sticky notes, students will locate and mark each letter Bb and Cc that they find on the chart. Discuss the sound of Bb and Cc and sing the alphabet song (Apple, apple, /a/, /a/, /a/., etc. ) * Letter Ladders: Students will brainstorm words that begin with the letters Bb and Cc. The teacher will record on index cards or chart paper to make a letter ladder to display in the room. * Poetry Notebook: Students will be given a copy of the poems to place into their poetry notebook. Students will use highlighters or yellow crayons to highlight all letters Bb and Cc that they see. Practice reading the poems with a partner. * Individual Sort: The teacher should model for students how to fold paper and cut out headers for a letter sort. Post example on the board. Students then complete a picture sort of objects that start with the letters Aa, Bb, or Cc.   Day Four:   * Flip Chart Poem: “Damsel Fly Dance”- Review the letter Dd, pointing out the uppercase and lowercase letter. Echo read the poems using the pointer to model one-to-one correspondence and left-right sweep. Using sticky notes, students will locate and mark each letter Dd that they find on the chart. Discuss the sound of Dd and sing the alphabet song (Apple, apple, /a/, /a/, /a/., etc.) * Letter Ladders: Students will brainstorm words that begin with the letters Dd. The teacher will record on index cards or chart paper to make a letter ladder to display in the room. * Poetry Notebook: Students will be given a copy of the poems to place into their poetry notebook. Students will use highlighters or yellow crayons to highlight all letter Dds that they see. Practice reading the poems with a partner. * Read Around the Room: Student will use their word study notebooks to record words from around the room that begin with the initial consonants: A, B, C, and D. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  SL.1.1-Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and large groups.   1. Follow agreed upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics texts under discussion.)   SL. 1.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  SL.1.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  I Can Statement(s):   1. I can follow the rules of good listeners. 2. I can ask and answer questions to gather information. 3. I can use drawings to show my thoughts and feelings.   Instructional Plan:  **Day One:**   * Brainstorm ideas about what good listeners do when having a conversation with another person. This may include: maintaining eye contact, focusing on speaker’s words, keeping body still, and not interrupting a conversation. Create a class chart of good rules for listening. * Modeling of Listening Behavior: The teacher will role play good listening scenarios with volunteer students. Ask: What is the listener doing well and what is he/she not doing well? Why is good listening important? * Pair/Share: Students are paired and then asked to engage in a conversation about themselves. * Friends Survey: Students will walk around the room and find friends that have similar interests and record information on their friendship survey.   **Day Two:**   * Refer to reading lesson for Day Two. (SL.1.5)   **Day Three:**   * Refer to reading lesson for Day Three. (SL.1.5, SL.1.1b)   **Day Four:**   * Review the rules of good listening and how to be a good audience. * Assign a facilitator for each table group and their role/responsibility for the group. Facilitators encourage turn taking and the asking of relevant questions. * Sharing of Name Maps: Each child will be given the opportunity to share their name maps and explain the pictures and/or words chosen to describe themselves. The teacher should circulate and monitor each table group. | | | | |
| **Closing/Summarizing Strategy** | **Day One:**   * Review anchor charts and discuss. * Students will copy one class rule and illustrate it. * Students will take their friend survey home to discuss with their families.   **Day Two:**   * Review characteristics of a good citizen. * Share student entries for class book about good citizenship.   **Day Three:**   * Social Studies page 44, Lesson Four review summary.   **Day Four:**   * Students will perform their good citizen songs for another classroom. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will be given a folded sheet of paper on which they will illustrate one good rule of behavior and one poor example of behavior. Students will write an explanation for each picture.** | | **Students will be given a folded sheet of paper on which they will illustrate one good rule of behavior and one poor example of behavior. Students will write an explanation for each picture.** | | | **Students will be asked to draw a picture of an example of good behavior and poor behavior.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Students will be given pictures of students following classroom rules or not following classroom rules and they must decide which behaviors are appropriate and which are not.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*